HUMAN SERVICES GRANTS PROGRAM (HSGP)

FY 2022-23 PROGRAM STATUS REPORT

Agency: Family Services of Santa Monica, a division of Vista Del Mar

Program: School-based Program (Samohi, Edison Language Academy, McKinley Elementary School, John Muir Elementary School via Will Rogers Learning Community)

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###### FY 2022-23 SUBMISSION CALENDAR



**Instructions:**

* This document should be used by HSGP grantees to report on mid-year and year-end outcomes and accomplishments.
* All reports submitted to the City are considered public record. Please note that staff will use the information provided in the mid-year and year-end reports to provide Council and the public with summary reports of agency performance highlighting key outcomes, successes, findings and concerns.
* Some programs or agencies may be subject to additional or different reporting requirements per the program’s Exhibit A, Special Funding Conditions, of your executed Grant Agreement with the City.
* It is important, when preparing this report, to be familiar with the program’s Exhibit B, Program Plan, of your executed Grant Agreement with the City.
* Please insert responses in the spaces provided for Sections I-VII for both the Mid-Year and Year-End Program Status Reports.
* A separate Program Status Report must be prepared for each Program Plan specified in your contract.
* To submit your completed report to the City, upload the file to your agency’s SharePoint folder. A link to your agency’s SharePoint folder as well as instructions on how to use the site will be emailed to your staff separately.

SECTION I: PROGRAM ACCOMPLISHMENTS, CHALLENGES, AND CHANGES

The following is a summary of detailing the services offered at each school site this reporting period:

**Edison Language Academy**

The 2022-2023 academic school year was the start of a new normal for the students, staff, and administrators of Edison Language Academy. This new normal looked like less COVID-19 protocols and restrictions for students and staff to move more freely and comfortably. Edison’s School-Based Coordinator entered the school year more confident in her role, establishing collaborative relationships with teachers, administration, and a presence in the school community. The foundation that the Edison School-Based Coordinator established last school year supported the school’s mental health services to be a well utilized resource on campus early in the school year.

The FSSM school-based team stresses the importance of support and buy-in from the school administration, staff, and community for mental health services to truly work. Edison’s School-based Coordinator continued to prioritize these crucial relationships and made a concerted effort to be a presence and visible member of the school community. The Edison School-based Coordinator, principal, Lori Orum, and vice principal, Elizabeth Ipina, continued their bi-weekly meetings to discuss potential referrals, current caseload, and mental health themes reoccurring at the school. The School-based Coordinator and Edison’s Community Liaison, Jessica Hernandez, met four times this Fall semester to discuss how to increase Spanish-speaking caregiver utilization of mental health services for students and providing culturally aware psychoeducation and tools. School-based Coordinator and school psychologist, Yesenia Arriaran, held four consultations to discuss students who may benefit from the collaboration of both teams. Understanding the importance of the collaboration of both services, the School-based coordinator continued the partnership when the school psychologist went on maternity leave and an interim school psychologist joined Edison. To continue the coordination of the mental health service team at Edison, a total of seven meetings were held this Fall semester. The School-based Coordinator was invited to five SST meetings this semester, but due to scheduling conflicts, was only able to attend one SST meeting. The School-based Coordinator was not involved with any IEP, threat/risk assessments, or 504 plans this semester, but is hopeful to participate in more next semester when needed. Mental health services were highly integrated not only in the elementary school, but also Edison community. The School-based Coordinator met with Community Services Program Coordinator, Kim Santana, three times this Fall semester to discuss connecting students to the School-based Coordinator for services.

Due to the influx of mental health referrals towards the end of the 2021-2022 school year and the School-based Coordinator’s caseload being at capacity, there were three students on the waitlist during the Summer of 2022 for school-based services. Fortunately, Family Service of Santa Monica was able to assign a School-based MSW intern from Cal State Dominguez Hills to join the School-based Coordinator in providing and expanding mental health services for students at Edison. With the expansion of the mental health team on campus, more brief-case interventions, consultations, and referrals were able to be held and processed. There have been 22 brief-case interventions, in which 12 resulted in a referral for individual services and 15 teacher consultations were held since the start of the school year. We want to take a moment to highlight the number of teacher consultations that have been held this semester. There are 20 teachers at Edison from preschool to 5th grade and the Site Coordinator met with 15 of the 20, with at least nine teachers meeting more than twice. Again, this reflects the great rapport built between School-based Coordinator and teachers.

In addition to individual student services, there were opportunities to meet students and staff’s mental health needs on a greater scale. There have been three classroom workshops held, two 3rd grade classes and one 2nd grade class, focused on “Safe touch” and “What mental health means”. A presentation was provided to teachers and staff about “Suicide Prevention and Risk Assessments”. Furthermore, during a “Coffee with the Principal” for parents and caregivers the coordinator provided space that focused on how to assist students after the lockdown that occurred in late November 2022. In response to said lockdown, the School-based Coordinator and School-based MSW Intern provided eight student brief interventions to provide them space and time to process their emotions, feelings, and thoughts during and after the event.

Through the teacher consultations, admin meetings, and referrals/check-in’s there have been common themes identified as the needs of students at Edison. Although it is the second year of returning to in-person learning for the students, this is also the first year of establishing a “new normal” in and out of school post COVID-19 pandemic. The themes that we have noticed stem from the limited interactions that students endured and are as follows:

1. Limited Social Skills: communication skills, healthy boundaries, which leads to high reports of anxiety)
2. Little to no emotional regulation skills: Causes impairment of functioning with peer/adult relationships in and out of school)
3. Life changes (ex. divorces, lockdowns, separations, and deaths of loved ones.)

Students of all grade levels have been impacted by these three common themes this Fall semester. In addition, Edison’s caregivers/parents were much more vocal about their wants and needs of mental health resources this semester. Edison parents requested parent workshops to assist them with navigating conversations regarding the themes listed above. Due to the increase of needed services on a greater scale rather than the individual level, the School-based Coordinator and School-based MSW Intern collaborated to brainstormed alternative methods to meet these needs.

In direct response to the expressed needs for larger scale support, the School-based Coordinator and School-based MSW Intern will be starting two social skills groups in January 2023; combining 2nd and 3rd grade students together and 4th and 5th grade students. The social skills groups will focus on providing students with communication skills, emotional regulation skills, and mindfulness techniques to assist them navigating relationships in and out of school. Each group will have a 6 week curriculum and consist of six to eight students referred by teachers, parents, and school administration. The School-based Coordinator will also be collaborating with FSSM outpatient therapist and former Edison School Site Coordinator in facilitating a Reflective Parenting Group (RPP) in Spanish for parents of elementary aged children in February 2023. The School-based MSW Intern will start with the enrollment and assessment process for two students for individual counseling scheduled in early January 2023. The School-based Coordinator has identified and began discussion of the termination process with two students on her caseload in late January 2023 and will have openings in her caseload for more individual counseling services. The School-based Coordinator and School-based MSW Intern are very excited for the upcoming semester and the mental health services that they will be offering. In the upcoming Winter and Spring semester, The School-based Coordinator with the assistance of FSSM, hopes to continue the great relationships that are beneficial in servicing the Edison Language Academy community.

The start of the Winter/Spring semester at Edison was nothing short of impactful! We were happy to have our MSW Intern from FSSM, continue with us until the end of April. Along with the MSW Intern, the Edison School Psychologist, was a huge collaborative stakeholder in servicing the school. We started this semester by following up with the needs that were identified throughout the Fall semester. This meant expanding services to assist in meeting students’ needs on a greater scale. With the expansion of services came pros and cons that were identified by the mental health team.

The mental health team started the new semester by facilitating two social skills groups that focused on providing students psychoeducation, techniques, and tools on increasing positive communication skills, emotional regulation, and mindfulness. This was particularly exciting as it was the first time the School Coordinator and MSW Intern were facilitating groups due to last year’s COVID-19 restrictions. The groups served 2nd thru 5th graders with a total of 10 participants referred to by their teachers. The School Coordinator received positive feedback from students, their caregivers, and the school staff. Due to the great impact of the groups, administration and staff requested more group services to reach more students as the waiting list for individual services were overflowing at the end of the Fall semester. To meet the needs of the school and reach a wider student population, the School Coordinator and MSW Intern provided additional class-wide workshops.

By March, there was a growing trend of cyberbullying among the 5th graders. In collaboration with administration, the School Coordinator and MSW intern brainstormed on how to provide more psychoeducation and spaces to assess the needs of the 5th graders. Discussions about running Restorative Justice (RJ) groups were introduced to help address the concerns among groups of 5th graders impacted and engaged in the cyberbullying. Concerns about consent were present, as some families did not want their child to participate in RJ circles. In respect to families, a wider net was cast as class-wide workshops were provided instead, that included tools for self-regulation and problem-solving skills. The concern of caregiver consent is one that was consistent this semester and one we hope to continue addressing and problem solve to help students feel they can engage in services. The increase in class-wide workshops and groups made an impact this school year. More students across all grades were able access more psychoeducation, skills, and tools on a greater scale. This was impactful as the waitlist for individual services continued to increase.

Along with the positives came its challenges and the end of this academic school year saw three reoccurring themes.

The following challenges were present this school year:

1. An overwhelming number of referrals for individual services and brief interventions
2. Crises and Safety concerns.
3. Issue with attaining consent from caregivers for students to access services.

This academic school year, the mental health team received 37 referrals (12 in the Fall and 25 in the Winter/Spring.) Of this, 19 students received individual mental health services, four were referred to outside agencies, and three student’s caregivers were unable to contact. The remaining 11 students are currently on a waiting list to access school based mental health services. A total of 47 students were seen for one to three brief interventions (22 students in the fall and 25 students in the Winter/Spring). Collaboration with the School Psychologist was especially crucial due to the overwhelming amount of weekly crisis. This increased the number of consultations needed between the School Coordinator and School Psychologist to discuss and triage referrals. There also seemed to be an underlying misunderstanding of what mental health services are and what each program (school mental health vs. school psychology) provides. This year we also saw an increase in behavioral issues (ie. hitting, screaming/yelling, throwing things, running away from classrooms) and need for de-escalation. During these crisis situations, the School Coordinator and School Psychologist assisted in de-escalating students even when their own safety would be at risk. There is currently no de-scalation or crisis protocol other than reach out to the mental health team to address crisis, which impacted service delivery (facilitation of groups, individual sessions) when prioritizing a high number of crises. Lastly, there were many issues of lack of consent for students in accessing services. Often caregivers would not consent to their student accessing mental health services (for individual therapy, participate in groups or RJ circles), although there were clear needs, and the student and/or teacher continued to request for services.

Despite challenges, there continued to be a strong presence of mental health services at Edison Language Academy. The School Coordinator and Administration continued to meet to discuss current cases, assess mental health themes, and discuss student needs. The School Coordinator and School Psychologist collaborated closely during the Winter/Spring semester, holding 12 meetings to discuss mutual cases, current needs, and how to best navigate mental health services at school. Assistant Principal continued to invite the School Coordinator to SST and IEP meetings as needed and appropriate. School Coordinator attended four SST meetings (one in the Fall and three in the Winter/Spring) and one 504 meeting. An incredible highlight of the year was the School Coordinator was able to make connections and consult with 19 out of 20 teachers on campus!

The School Site Coordinator is excited to return to Edison Language Academy for the 2023-2024 academic school year to continue working with the Edison community. FSSM is still interviewing potential MSW interns to bring into the 2023-2024 academic school to assist in meeting the high demand of services. Shuli Lotan, the SMMUSD Mental Health Counseling Coordinator, informed the School Coordinator that the school district has assigned an intern for next year. The School Coordinator will continue to have open communication and collaboration with school administration, staff, and the Edison school community. This year continued to be a strong foundation to build and redesign the view of mental health services at Edison Language Academy in hopes of a successful 2023-2024 academic school year.

**McKinley Elementary School**

McKinley Elementary’s needs remain high, as they have in previous reporting periods. This year, the School Site Coordinator, as well as 1 MSW intern, have provided a significant number of brief interventions and referrals to McKinley students. As the collaboration between the School Site Coordinator, the MSW intern and the McKinley administration and staff continues, there is a significant need for additional groups and individual counseling support. There are currently three groups being facilitated at McKinley, however, teachers have expressed the need for additional groups. Additionally, there is a high volume of referrals and requests for teacher consultations and support for students. The School Site Coordinator responds to these requests promptly and communicates when there is a waiting list for services with an estimated timeline and that brief intervention support can be provided in the meantime. The needs expressed by students, parents, and the school administration parallel those at Edison Language Academy include:

1. Emotional Dysregulation
2. Low Social Skills
3. Loss related to Divorce and Separation

This semester, McKinley received 21 referrals; eight were opened and are currently active, three were referred to an outside provider, two were referred to group, four were unable to contact, and four are currently pending. The pending referrals have been informed that there is currently a waitlist.

This semester, The School Site Coordinator at McKinley has opened eight referrals (four referrals were from last semester) and is currently facilitating a 3rd grade boy's group with five participants focused on behavior and social interactions. The School Site Coordinator has completed 37 student brief interventions and has conducted 19 teacher/staff consults this school year. The School Site Coordinator will work with the School Psychologist, her intern and the MSW Intern to determine how to continue to support the students with active cases and the entire McKinley community while processing incoming referrals. The administration has expressed a need for workshops/presentations thus, the School Site Coordinator and School Psychologist facilitated a presentation on Depression and Suicide Awareness which also addressed the general themes of need at the school.

Additionally, to provide support to caregivers, the School Site Coordinator will co-facilitate the Reflective Parenting Program for English-speaking caregivers of school-aged children from February to April. To further support the presenting themes of need regarding social skills and positive interactions, a 5th grade transition to middle school workshop will be provided to students at the end of the school year. The School Site Coordinator and the MSW Intern will continue to provide brief support to McKinley students as needed, as well as assess additional student, parent, and staff needs. The McKinley community would benefit from expanding the mental health team to decrease the waitlist, provide more groups and individual weekly sessions in place of brief interventions.

As in the semester prior, McKinley Elementary’s needs continue to remain high, as they have in previous reporting periods. This semester, the School Site Coordinator, as well as one MSW intern, have provided support for a significant number of brief interventions and individual referrals. The school year started with four prior referrals, all of which were opened. In the 2022-2023 school year, McKinley received twenty-two referrals. A total of fifteen referrals were received in the fall and seven were received in the spring. There were eight referrals opened and are currently active, three were referred to an outside provider, two were referred to a group, four were unable to contact, two declined services and five are currently pending on the waitlist.

This year consisted of the School Site Coordinator being trained and facilitating a Reflective Parenting group for Santa Monica Parents of school-aged children. The 10-week group had five parents who all shared their sentiments about how much they enjoyed the group. In addition, there were two transitions to middle school workshops facilitated for the entire McKinley 5th grade, with a total of forty-eight participants. This was a huge success, considering the program's goal for middle school workshops for 5th grade students was exceeded.

This semester, the School Site Coordinator and MSW intern conducted three groups: 3rd grade boys behavior and emotion regulation group which had five participants; 5th grade girls for social and emotional development with five participants; and a 1st Grade social and emotional lunch bunch group. The School Site Coordinator completed forty-one student brief interventions to address the high level of students needs related to:

1. Anxiety
2. Depression and Self esteem
3. Behavior problems, Emotion regulation, and Stress management
4. Social skills, Peer conflicts, and Friendships
5. Trauma
6. Divorce
7. Grief and loss

The stated brief interventions do not reflect students that are currently on either the School Site Coordinator or MSW intern’s caseload. When including the students that are on the School Site Coordinators and MSW Intern’s caseload the number of brief interventions increases to seventy-six which highlights the high needs at McKinley. The School Site Coordinator also provided referral follow-up, classroom observations, strategies, and consultations to gather client updates.

The School Site Coordinator had four individual meetings with CREST staff to support students who attend the after-school program by providing skills and strategies. The School Site Coordinator attended two back-to-school night meetings to introduce self and role to McKinley parents, and four SMMUSD providers meetings to provide updates about McKinley Elementary, and to refer 5th Grade students on caseload for counseling services in middle school. One parent-teacher conference, nine student success team meetings, and four IEP/504 meetings were attended by the School Site Coordinator. The School Site Coordinator had a total of 12 meetings with the principal, assistant principal, and school psychologist throughout the year.

The School Site Coordinator will collaborate with the School Psychologist, her intern, and the MSW Intern to plan how they will continue to support students at McKinley while processing incoming referrals and supporting students on their caseload during the upcoming school year. The School Site Coordinator with assistance from MSW Interns, will continue to provide support to McKinley students as needed next school year, as well as assess additional student, parent, and staff needs. This is demonstrated by McKinley's administration's ongoing request for additional assistance with school needs that exceed the program plan/expectations, as demonstrated by the year-end meeting.

McKinley Elementary School's success is dependent on the presence of a full-time School Site Coordinator and the support of multiple MSW interns. Some students were unable to access mental health services because they were placed on a waitlist, or groups were unable to be facilitated due to the capacity of school-based clinicians, which had an impact on how mental health services were provided at the school.

Next year, it’s projected that McKinley’s School site coordinator will transition to Will Rogers Learning Community to help provide full time support to a site that has not had a full-time coordinator since the end of the 2022 school year. This transition from McKinley will also shift program expectations on site and continue to consider the needs of the school. FSSM will continue to provide MSW school-based interns to McKinley year-round. In addition, SMMUSD will also directly provide MSW interns for additional support throughout the year. With more graduate interns on-site and the direct collaboration from SMMUSD’s mental health coordinator, we project the gaps in service delivery will be addressed for continuity of school mental health care. McKinley’s school psychologist and school principal will be part of the team collaboration and process development in how these new changes will shift and how interns can concentrate and focus on the specific areas of needs and develop fresh support models for the 2023-24 school year.

**Santa Monica High School**

The onset of the 2022-2023 school year brought welcome changes from the year prior. While COVID-19 continues to be a part of everyday life at the school, changes in testing protocols and mask mandates mitigated its impact. For the first time since early 2020, SAMOHI held campus-wide events enabling students and staff to build school spirit and celebrate each other’s successes. While these community-building activities positively contributed to school culture and morale, a violent incident on the first day of class quickly revealed semester-long trends and solidified emerging themes from the year prior. The new and emerging trends include:

1. Ongoing difficulty with emotional regulation and conflict resolution resulting in displays of violence on campus.
2. Unnerving social media usage and cyber-bullying.
3. Increased substance use; high rates of depression and anxiety as well as self-harm and suicidal ideation.
4. Grief and loss.

In efforts to build on the momentum from previous years and respond to the concerning emerging trends, the Family Service of Santa Monica Samohi Site Coordinator increased collaboration with the Samohi wellness services team, made up of the SMMUSD Mental Health Coordinator Shuli Lotan, LACOE Community Liaisons Carla Nunez and Edgar Gonzalez, Bilingual School Liaison Johanna De la Rosa, Social Emotional Learning Teacher on Special Assignment Kimberly Marshall, Joe Torre Safe at Home Margaret’s Place Counselor Beta Abdolahi; Student Outreach Specialists Mele LeVeaux, Rebecca Lugo, and Jeffrey Keller, and the school psychologists and nurses, in order to better meet students' socioemotional needs. Results of these efforts included increased ongoing collaboration with administration and the Student Outreach Specialists; Restorative Justice certification trainings from both SMMUSD and Restorative Justice Education; two all-school workshops on Stress and Anxiety Coping Strategies; completion of the 9th Grade Girls Group; clarified protocols related to re-entry after student psychiatric hospitalization; and increased communication and trust within the team.

An indicator of the successful partnership between Family Service of Santa Monica School Site Coordinator and Samohi on-campus wellness team is the number of students referred and treated for mental health needs so far this year. In the first semester alone the SMMUSD Mental Health Coordinator received 69 new referrals for students seeking individual mental health treatment. Of the 69 referrals school-wide, 24 (35%) were received from the FSSM Site Coordinator and offered weekly school-based treatment through FSSM providers. Thirteen of those students enrolled with FSSM and were treated weekly by the Samohi Site Coordinator or two FSSM MSW interns; seven were referred to outside providers (mostly due to schooling changes or declining services), and four remain pending going into the new semester. Including the 12 students continuing services from the previous school year, a total of 26 Samohi students received weekly individual therapy through FSSM during the fall semester, surpassing the program plan for the year by one. A total of 28 Samohi students, including two group participants, were enrolled in ongoing school-based treatment through FSSM in the fall semester.

In addition to the ongoing mental health services provided by FSSM at Samohi, FSSM also offers brief intervention support to the Samohi community. During these brief sessions, clinicians support students with immediate concerns including peer/caregiver conflict, anxiety management, suicidal ideations, questions related to on-campus services, crisis response, and other pressing needs. Therapists then follow up with the students’ academic advisor and/or caregiver to ensure they are connected to the additional support required to feel comfortable on campus going forward. In total, the FSSM Site Coordinator conducted 53 brief interventions with 27 different Samohi students and five different caregivers. The two MSW interns contributed twelve additional brief interventions with seven other students/ families, for a total of 39 individual brief interventions, surpassing the program plan for the year by nineteen. Demonstrating the ongoing collaboration with other support staff on campus, the Site Coordinator and MSW interns participated in 37 consultations and one SST meeting.

Highlights of the semester include increased collaboration with campus wellness team and Academic Advisors. This increased collaboration involved monthly check-ins and referral process streamlining across services to ensure no students fell between the cracks. Additionally, the Site Coordinator partnered with the LACOE Community Liaison Carla Nunez and SEL TOSA Kim Marshall in creating a stress management featured flex time shown to the entire school. The FSSM Site Coordinator also facilitated the 9th Grade Girls Group, providing a space for students to create community and discuss their feelings and experiences as they transition to high school. Specific therapy-related highlights include four students completing therapy goals and discharging from services, one student disclosing a gender diverse identity after one full year of treatment and requesting to focus sessions on exploring and embracing their gender identity and sexuality, and another student recognizing the depth of their depression and advocating for themselves for a higher level of care in order to get the support they need to feel safe.

While there were many high notes of the semester, a few moments emphasized the painful traumas adolescents carry each day. On the first day of class, an altercation between first-year students led to two students being hospitalized and a significant police presence on campus which has impacted socioemotional health and learning for students and staff. The Site Coordinator was the first adult on scene and collaborated with administration and police officers to secure the area of the incident and support students in the aftermath. Following the incident, the FSSM Site Coordinator and a student in therapy at the time were contacted on multiple occasions by the SMPD and asked to give witness statements about what transpired. A few months later, a bomb threat caused the school to be on lockdown for several hours, causing extreme anxiety and trauma responses amongst students and staff alike. Other notable moments for FSSM Samohi clients this semester include three DCFS calls prompted by student reports of abuse by family members or peers and one student voluntarily hospitalized for inpatient psychiatric treatment due to intensifying suicidal ideation.

While these stories demonstrate the realities of the adolescent mental health crisis in our community, they also illustrate the importance of school-based mental health services. In attempts to meet the ongoing mental health needs at Samohi, the FSSM Samohi Site Coordinator has worked closely with the Samohi wellness team to expand wellness services and partner with community providers and continue the process of shifting campus culture toward a more trauma-informed, anti-racist, joyful community where socioemotional learning can take place. This process has only been possible because of the dedication, passion, and genuine care for the school community that everyone on the wellness team has.

**John Muir Elementary**

**(Currently at Will Rogers Learning Community)**

John Muir Elementary school closed its campus at the end of 2021-2022 school year due to recurring water intrusion and structural damage. SMMUSD’s superintended formed a committee to address these issues presented by the school staff and planned for the transfer of all John Muir and SMASH by the start of the 2022-23 school year with the intention to conduct an in-depth structural investigation and maintain staff and students safe and away from a lengthy campus reconstruction plan. The school’s PTA organized and facilitated community meetings to address concerns and listen to the best options presented by the district with the hope to maintain the integrity of both schools. It was decided that John Muir would transfer most students to Will Rogers Learning Community, secondary to Grant Elementary school and thirdly grant inter-district permits for John Muir families to attend any elementary school in the district that is congruent to John Muir’s school curriculum and teaching model. This news and upcoming changes were met with disillusionment, wariness, grief, and sadness, as John Muir families seek to remain intact as a school and fears of the school’s disintegration were very present. In response, the John Muir community rallied in unity to advocate to help keep John Muir together. The FSSM School-based manager attended many of these community meetings to learn about these upcoming changes and plan to pivot school-based services to a school community that unfortunately will be divided. The FSSM School-based manager met with many of the John Muir families and students and realized that this closure felt very personal and difficult as they now faced much uncertainty of the future of their beloved school, a stabilizing and grounding space for many.

At the end of Summer 2022, FSSM School-based Manager was advised of an agency-wide hiring freeze that impacted the ability to hire a full-time school-site coordinator for Will Rogers Learning Community. FSSM’s School-based Manager was able to solidify one School-based MSW intern to be placed at Will Rogers for the 2022-2023 school year in collaboration with Will Roger’s current resident agency, Providence St. John’s (PSJ). Due to the influx of John Muir students at Will Rogers, both FSSM and PSJ teamed up to provide ongoing school-based services to this new campus, with new faces. To help mainstream services and triage referrals, PSJ, FSSM and Will Rogers admins met monthly in the Fall semester. FSSM’s school-based manager attended Will Roger’s Back-to-School-Night in the Fall to help share about FSSM’s presence at the school, introduce FSSM to the Will Rogers community and reconnect with John Muir families. Many referrals with medical insurance were funneled to PSJ as they only accept medical, and a mix of families with medical and private insurance were referred to FSSM under the City funded slots allocated to families with insurance that may not have access to seek services outside of school and school-based services are most appropriate. Towards the end of the semester, the Boys and Girls Club of Malibu was able to come on to campus and provide individual counseling as well. FSSM received a total of six referrals for individual counseling, one family was not able to connect with, one family declined services, and four were officially opened for individual services.

In the Winter/Spring semester, FSSM’s school based MSW Intern will be co-facilitating a Friendship/Social Skills group to six 2nd and 3rd grade students. Two English and Spanish Reflective Parenting Groups will be offered in the Spring to engage Will Rogers and John Muir parents in learning reflective skills and mindfulness parenting. In addition, PSJ and FSSM offered to facilitate two-part class -wide workshops to four Kindergarten and Pre-K classes utilizing the “Feel Your Best Self” curriculum to support students in emotional regulation, social skills and increase confidence. Interest for class-wide support and interventions were expressed and appreciated by Will Rogers admin as they planned to outreach to teachers on this offering in the Winter/Spring. Next semester FSSM continues to provide individual counseling to existing clients, offer a new counseling group, and meet with school mental health team on a regular basis. Not having a full-time school-site coordinator has been a challenge impacting how many individual clients are served, how many groups can be provided, including not having a stronger presence on campus for brief and crisis interventions. Concerns with not having physical space to conduct individual sessions and groups impacted service delivery which was a barrier as the increase in student population impacted availability of private spaces. The increase of students on campus also presented the school team with higher rates of risk assessments conducted this Fall semester. There are plans to integrate the school psychologist into the monthly mental health team meetings next semester to best address the increase of risk and patterns among students and to continue to develop the collaboration of multi-tier approach for the complex needs happening at Will Rogers.

At the start of the Winter/Spring Semester, FSSM’s MSW School Intern continued to support WR by providing student groups, class-wide workshops, and brief interventions. The MSW Intern consulted with WR teachers to recruit students for a 6-week social skills group. The MSW Intern, in collaboration with an FSSM Community-based MSW Intern, co-facilitated a group for six 2nd/3rd grade students. Together they offered tools on self-regulation, positive communication, and social skills. The students responded well to the group and eagerly looked forward to the group every week.

The MSW Intern continued to provide individual therapy to the 5 students on her caseload on her internship day on campus. From the 5 students, one student dropped out of services due to disenrolling from the school and moving to another district, another student discontinued services due to one parent not offering consent to continue, as parents were divorced, and both parents are needing to provide consent for services. The Manager of School-based Services offered support by connecting with the non-consenting parent to discuss the benefits of therapy and address any concerns they had, but unfortunately the parent did not provide consent to continue services despite student’s needs and desire to participate. This Spring, FSSM also offered two Reflective Parenting groups (English and Spanish) to parents and caregivers of school-aged children to aid in delivering reflective skills and insight building on children’s development and compassionate culturally affirming parenting.

Throughout the second semester, the Manager of School-based Services and the MSW Intern attended monthly meetings with WR’s administration, PSJ’s leading therapist and the School Psychologist to address the needs arising this semester. There were many high-risk assessments completed as reported by administration and the school psychologist, seeing an unprecedented number of students reporting SI. In response to this, PSJ and FSSM offered the schoolteachers class-wide workshops using the “Feel Your Best Self” curriculum to help address these concerns and needs. Despite efforts to schedule these class-wide workshops, WR’s teachers did not express interest and workshops were not facilitated this second semester.

Towards the end of the semester, risk assessments continued and an incident in a 5th grade class impacted the WR school community. Reports of a student bringing a weapon to school circulated and many students felt scared and worried for their safety, and the safety of the student involved. The Manager of School-based Services supported by being available to students, teachers, and the school community by providing brief interventions to help process the incident and help re-establish a sense of safety back on campus. The Manager was able to meet with one 5th grader who was greatly impacted by the incident and was able to provide emotional support and a space to process her worries. The student expressed feeling better after check-in with the therapist. The MSW Intern also reached out to teachers and assessed if any students need additional support. The 5th grade teacher appreciated being considered in the check-in and she was also very shaken up and concerned about the emotional wellbeing of the student involved. The 5th grade teacher was a former teacher at John Muir and had a relationship with the school-based Manager from having worked together prior to John Muir’s campus closure.

Additionally, the MSW Intern and School-based Manager planned and coordinated a Transition to Middle School class-wide workshop to one 5th grade class. The PSJ Therapist and School Psychologist facilitated the other two 5th grade classes. The Transition to Middle School workshop was a success as students were provided space to talk about their concerns, worries, aspirations, and questions about middle school. Most of the 5th grade class was expected to transition to John Adams Middle School (JAMS), the middle school just across the street from their beloved elementary school. Luckily, the School-based Manager was able to invite a former John Muir student and current JAMS student to be part of the workshop to provide insight from a student’s perspective on what middle school is all about. Many were very open and curious to ask about: finding classes, what is HW like, is there bullying, what are the after-school activities, will they have friends. These very common questions and concerns were helpful in addressing as well as normalizing the fears that can comefrom such a big transition.

Next school year, FSSM is excited to hire a full-time School Site Coordinator for WR. At the start of the new fiscal year, FSSM’s hiring freeze would be lifted and a new City Grant cycle will begin. In plans to hire full-time staff, this new School Site Coordinator will be available to see more individual clients, be present on campus four days a week, and continue to provide quality mental health services via individual therapy, group therapy, brief and crisis interventions, and class-wide workshops.

###### SECTION II: ASSESSMENT, EVALUATION AND PARTICIPANT INVOLVEMENT

As part of Vista del Mar, FSSM’s programs are formally reviewed by the larger agency’s Quality Management Department’s annual review of programs. In addition, FSSM participates in VDM’s extensive accreditation process every three years that involves review of all programs and procedures to assure best practice service delivery. We use a biannual review of services, demographics, and outcome measures for all program participants to evaluate our overall program. For Evidenced-based practices, we participate with DMH to collect data and evaluate outcomes.

Program participant outcomes were collected pre- and post-intervention by our staff and interns using the following:

a) 90-day treatment plan reviews: A review of each client’s individual treatment plan is conducted every 3 months to determine progress made toward goals and additional needs.

b) Youth Outcomes Questionnaire (YOQ and YOQ-SR): For children and youth, the Youth Outcomes Questionnaire (YOQ), is a parent-response measure for all clients ages 4 to 17; the Youth Outcomes Questionnaire-Self Report (YOQ-SR) is the client-response version, administered to all clients ages 12 to 18. These measures allow clinicians to make a closer examination of key symptomatology, including anxiety and depression, as well as critical items such as psychosis, harm to others, and self-harm. The use of these measures allows us to make comparisons at 6-month intervals, as well as in looking at overall progress from admission to discharge.

c) Report Cards, teacher’s verbal reports: To track academic progress for those students identified with this challenge on the counseling referral form.

d) Reflective Parenting questionnaire: Post-test measure to determine increase in reflective functioning and parents’ ability to manage their child’s challenging behaviors

e) Transition workshop pre- and post-tests/evaluation tools: all 5th graders will complete the Child Youth Resilience Measure (CYRM). The CYRM is a 12-item questionnaire that explores the resources (individual, relational, communal, and cultural) that may bolster the resilience of youth aged 9- to 23-years-old. The measure was designed as part of the International Resilience Project, which was conducted by the Resilience Research Centre in collaboration with 14 communities in 11 countries around the world. The CYRM is also available in a version that can be used with younger children, adults, and primary caregivers of children and youth. The CYRM will be used as a screening tool to identify student needs that we may be able to support the student such as community resource linkages with our community partners that may be useful and serve as protective factors as they enter middle school. This measure separates into subcategories such as individual/personal skills, social skills, context & sense of belonging. The lower the subscale categories, the lower the resiliency which is associated with higher risk or vulnerability to several psychosocial stressors such as transitioning to a new school environment such as middle school.

f) Group counseling pre and post-tests: questionnaires designed specifically for counseling groups on adoption, relaxation/yoga, grief, family changes, and social skills to measure increase in knowledge and skills.

g) Case management tracking form: To be used for any student who needs referrals to outside resources

(Those in brief or long-term counseling or those reached through Kindergarten transition outreach), to closely track follow up and linkages to outside referrals.

Most of these measures are collected with participant involvement, and specific outcomes on these measures will be reported as indicated in Section VII.

###### SECTION III: BOARD INVOLVEMENT

The Board meets quarterly. For FY22-23. The Board met on 10/19/22, 12/7/22, 3/8/23 and 6/21/23. All meetings held were hybrid meetings with some members attending in-person and others attending virtually with an average attendance of 18 (approximately 75%). In terms of Board Development, a consulting firm was hired to assess all aspects of the agency including the Board of Directors. Suggestions were made on roles, focus points and support. A new member mentorship program was also started where seasoned members would mentor new members. During the FY22-23 reporting period, the Board focused heavily on fiscal oversight and management with the most significant action being deciding to close the Elementary and Middle School programs to reduce the budget deficit. 8 new members were elected to the Board during FY22-23, which filled any vacancies and replaced those with terms that expired. Candidates are selected through recommendation and/or from members of the Leadership Advisory Board that have completed the program. During FY22-23, there were no Board members that took residence in Santa Monica. Though no board members currently live or work in Santa Monica, several members have ties to the area via business or have clients within Santa Monica and the immediate surrounding communities of the Palisades, Venice, Marina Del Rey, and West Los Angeles.

###### SECTION IV: STAFFING PATTERN

In this reporting period, Chantilly Wijayasinha continues as FSSM’s Program Director. The Program Director supports with all operations of the program and the Clinical Director continues to serve as the agency’s main clinical resource and support when it comes to staff clinical support, clinical trainings, professional development, and quality assurance. Angela Vargas continues to be the Manager of School-based Services.

As of July 1, 2023, FSSM’s hiring freeze will be over and FSSM will hire a new full-time site coordinator at newly contracted school, John Adams Middle School. At the start of the 2023-24 school year, FSSM will also have a full-time site coordinator at Will Rogers Learning Community (post John Muir site closure).

Volunteers and Interns:

1. Due to confidentiality, the program does not use volunteers. However, four FSSM graduate-level interns from CSU Dominguez Hills, Sacred Heart University, USC and UCLA schools of Social Work are placed at the four school sites. This year one MSW intern is working towards an additional PPS credential that includes required class work and training specifically for working within a school system.
2. The program currently places four MSW interns at a primary placement, meaning one will be providing services at each school site 10 hours weekly. Interns provide case management and counseling for a caseload of participants. Those interns will also co-facilitate groups.
3. The interns are current graduate students and are selected through a competitive interview process. Interns are supervised individually one hour per week and attend group supervision two hours per week; they also receive guidance from the on-site staff therapist. This guidance includes prepping and debriefing each group, reviewing, and advising regarding intake/treatment planning and negotiating the school/community systems to provide best support to children and families. Training includes bi-monthly clinical in-services as well as opportunities to attend clinically--focused lectures.

**SECTION V: SPECIAL FUNDING CONDITIONS**

**Standard Funding Conditions:**

1. FSSM continues to participate in the City’s effort to develop an outcomes measurement system to better track Human Services (HSD) program demographics and outcomes.  While we have not attended any formal consultation meetings, we continue to be prepared and willing to share demographic data as requested by the City.  As previously mentioned, the agency maintains tracking logs that identifies and monitors various demographic information and outcomes.

1. FSSM continues to be proactive in its adherence to COVID-19 safety protocols.  In March 2020, we quickly adjusted our formal operations, closed our physical location to the public, and limited individual traffic through the agency.  We have continued to operate under similar conditions.  We have limited the number of staff/interns who are permitted on-site at any given time and encouraged remote operations.   All our services, including groups and our staff-related meetings, are held via Zoom or Microsoft Teams.  Sanitizing products and PPE are readily available to all staff/interns.  Face masks are mandatory for anyone who is on-site.  Additionally, we have installed a locked mailbox in front of our building to increase accessibility to the community; this serves as a no-contact method for clients to drop-off documents associated with service delivery.  FSSM will continue to adhere to local, county, state, and federal guidelines with respect to operations during the COVID-19 pandemic.  When guidelines and protocols have permitted, sessions occur outdoors, in well-ventilated areas or in an indoor space, distant from other staff or clients. Prior to sessions, temperature checks are completed, and preliminary questions were asked of clients and caregivers to ensure individuals were healthy at the time of the sessions. Masks were worn by clinicians, caregivers, and client at all times both indoors and outdoors.  Client and caregivers are provided with hand sanitizer on arrival. Any items used during the session are thoroughly sanitized and set aside for a substantial amount of time prior to use in another session.
2. While we have not had any individuals come through the agency with unmet housing needs, we are prepared to provide support and assistance in submitting applications to the relevant relief and housing programs.

**Youth & Families Agencies:**

1. FSSM continues to be active members of the Santa Monica Cradle to Career initiative. FSSM staff regularly attend the Early Childhood Taskforce meetings, the Middle School Support Team (MSST) meetings, and the Youth Resource Team (YRT) meetings. FSSM is active in collaborating during these meetings to ensure that the needs of our community are met.
2. While FSSM has been fortunate in the absence of any serious community crisis, the agency is prepared and available to provide brief intervention services to the community. Our brief intervention services are free of cost to all Santa Monica Program Participants and consist of a one-time session to assist in processing the experience and linking to appropriate support resources.
3. FSSM conducts all activities in accordance with the legal regulations set forth by the California Board of Behavioral Sciences, as well as the ethical guidelines established by the California Association of Marriage and Family Therapists (CAMFT) and the National Association of Social Workers (NASW). This includes, but is not limited to, conduct directed at preventing and reporting any abuse or neglect of minors. VDM and FSSM require all staff and student interns to complete and pass a “Live Scan” background check and complete Child Abuse Mandated Reporter Training as conditions of their employment and intern placement. Additionally, VDM and FSSM require routine Tuberculosis (TB) screenings for all staff and student interns.

**School-Based Mental Health Programs:**

1) Programming is provided 12 months of the year. Last summer, the Site Coordinators continued to provide individual services, and all saw an average of 8-10 weekly clients (about 72 students total). This included ongoing phone consultations and collateral sessions with parents. Site Coordinators remained available to consult with teachers and administrators working during winter break and spring break to provide psychoeducation and social emotional learning supports.

2) Of the 106 unduplicated students/families that received services at year end (72 in Individual and 34 in Group services), 62 had Medi-Cal, 41 had private Insurance, and 3 were uninsured. Of the 72 unduplicated students that received Individual Counseling, 26 (36%) were provided services through City funding. The other 46 (64%) students were served through funding provided by our Los Angeles County Department of Mental Health (DMH) contracted funding. Every reporting period, FSSM consistently exceeds the participant numbers included in the program plan and has had to utilize alternate funding streams to supplement gaps in service delivery. Many students do not have Medi-Cal insurance, leaving us to adapt our services and source additional funds to cover the cost of services so that no child or family is turned away. While City funding has reduced and demand for individual counseling services has increased during the pandemic, it has forced our program to adapt and source funding dollars to attempt to meet this ever-growing need. FSSM has resourced specific funding dollars, OCS NON-Medi-Cal of our LA County DMH contract. This has temporarily allowed our program to service the students referred who may not be insured or who are ‘underinsured’ meaning their current insurance does not provide the access and frequency of mental health services that align with the students’ assessed needs. We are grateful to have this alternative resource available in our funding contract, but we recognize that this may be only a temporary resolution to an ongoing concern of the increased need of the community, matched with reduced City funding for our program. We hope that this data highlights the need for continued conversation of the need for additional funding to meet the increasing needs of the student community in Santa Monica. By year end, FSSM expended all of OCS NO MC funding and is continuing to rely and apply to new grants and private foundations to resource additional dollars to continue providing ongoing weekly mental health care for students so that services were not disrupted due to lack of funding.

3) McKinley and Edison will be staffed with 0.58 FTE clinicians, and Samohi with one 1.0 FTE clinician all of whom are licensed or registered with the Board of Behavioral Sciences (BBS). There was a hiring freeze that impacted our ability to hire a full time Site Coordinator at new temporary site, Will Rogers Learning Community. The most significant change during this reporting period was transitioning services at the new school site but at a limited capacity with only having one MSW Intern one day a week.

4) At the end of year, there were 7 total consultations between Elementary School Coordinators and CREST staff. At the start of the 2022-23 school year FSSM provided support to almost 50 City of Santa Monica staff during for annual City-wide training where FSSM staff presented on Restorative Justice. FSSM remained available to provide 1:1 consultation and coaching on supportive behavioral interventions to support students and to discuss best practices and referral process to school mental health services with CREST and City staff as needed.

5) At the end of the year review meetings were held with school principals and/or relevant administrators by School Site Coordinators to discuss how the year progressed at each school site. The Manager of School-based Services offered to meet with school administrators mid-second semester to provide additional support and resources. The school team completed their year-end meetings at the end of the school year and discussed 1) number of students seen during the year, 2) year-end accomplishments and challenges, and 3) rosters and goals for the coming year. The year-end meetings were held for all sites except for the John Muir site due to closure and not having a full-time School Site Coordinator at new site at Will Rogers Learning Community.

6) FSSM will continue to coordinate and refer families from the school-based program to agency for services.

**SECTION VI: SERVICE NEEDS AND REFERRALS**

The following tables track data on program participant needs and the inter-agency relationships utilized to address them. Please provide this information as completely and accurately as possible for participants entering your program.

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT OF ADDITIONAL SERVICE NEEDS****(Santa Monica Participants)** | **FY 2022-23****Number Responding “Yes”****at Mid-year** | **FY 2022-23****Number Responding “Yes”****at Year-end** |
| 1. “Do you or anyone in your household have unmet employment needs?”
 | 1 | 2 |
| 1. ”Have you missed or been late on a home rental or mortgage payment within the last 12 months?”
 | 2 | 4 |
| 1. “Do you or anyone in your household have an unmet childcare/afterschool need?”
 | 1 | 1 |

|  |  |  |
| --- | --- | --- |
| **INCOMING PARTICIPANT REFERRALS** **(Santa Monica Participants)** | **FY 2022-23****Number****at Mid-year** | **FY 2022-23****Number****at Year-end** |
| Participants referred by another agency |  |  |
|  **Please list the top 3 referring agencies** |  |  |
| * 1. **SMMUSD**
 | 65 | 120 |
| * 1. **PAL**
 | 1 | 1 |
| * 1. **Providence St. John’s**
 | 1 | 1 |

**SECTION VII: PROGRAM SERVICES AND OUTCOMES**

Provide a status report on the program activity levels and outcomes for Santa Monica program participants as indicated in Section VII of your Program Plan. Examples have been provided for your reference; please insert rows as needed to align with your Program Plan. For outcome achievement not documented in a report, please provide narrative explanation and/or documentation of how outcome data is captured.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Service Category/ Program Goal** | **Activity Type** | **Activity Description** | **Annual Target\***  | **Documentation****Method** | **Mid-Year** **Status Report** | **Year-End** **Status Report** |
| 1 | ***Improve Mental Health*** | Output 1Output 2 | Participant receives 6 or more individual counseling sessions.Participant receives group counseling. | 60 SMPP40 SMPP (unduplicated) | Case FileCase File | **59** unduplicated students have been served at mid-year.Elementary: **33** studentsSamohi: **26** students**7** unduplicated group participants at mid yearMcKinley: 3rd Grade Emotional Regulation – **5** studentsSamohi: 9th Grade Girls group – **2** students | **72** unduplicated students have been served at end of year.Elementary: **41** studentsSamohi: **31** students**34** unduplicated group participants at end of year:McKinley: 3rd Grade Emotional Regulation – **5** students5th Grade Girls – **5** studentsWill Rogers: 2nd Grade Social Skills – **6** studentsEdison:3rd Grade Social Skills – **5** students4th-5th Social Skills – **5** studentsSamohi: 9th Grade Girls group **– 2** studentsHealthy Relationships Group – **6** student |
| Outcome 1Outcome 2 | Participants in treatment for 6 months or more will demonstrate improvement in social, emotional, school, or vocational functioning.Participants will demonstrate improvement from pre to post group questionnaire. | 70% (42 SMPP)70% (28 SMPP) | A decrease in overall score from pre to post Youth Outcome Questionnaire (YOQ)Pre and post group questionnaires | Out of the 59 unduplicated students served at mid-year that have been in services for 6 months or more, 15% of Samohi and 18% of Elementary demonstrated an improvement based on a decrease on YOQ score.Pending: Groups have not ended and are continuing in Winter/Spring. Post group questionnaires will be collected at the end of group. | Out of the **72** unduplicated students served at year end that have been in services for 6 months or more, **20%** of Samohi and **43%** of Elementary demonstrated an improvement based on a decrease on YOQ score.Out of the **34** unduplicated group participants at year end, **100%** demonstrated improvement based on post questionnaires, teacher reports or parent reports |
| 2 | ***Parent Support*** | Output 1Output 2 | Reflective Parenting Program (RPP) groupsOne time parent workshop per request | 30 SMPP3 workshops/forums | Group FilePre and post workshop questionnaires | Pending:3 RPP groups will be offered in Spring 2023. Two will be offered to Muir, McKinley and Edison parents. Registration will be capped at 14 parents per group to account for attrition and parents who cannot complete groups. Last group will be for Samohi parents will also be offered. This group is funded by SMMUSD.Pending:1 workshop across all Elementary schools will be offered to Muir, McKinley and Edison in Spring 2023. | **2** RPP groups were offered in Spring 2023. **17** total parents participated RPP groups:**10** parents from Elementary School-age group and **7** for Teen Group.1 parent workshop was offered to Spanish-speaking parents for Edison Elementary based on need and request. **21** parents attended workshop. |
| Outcome 1Outcome 2 | Participants will report an increased ability to manage their child’s/children’s challenging behaviors.Participants will report improved/positive benefit after attending and participating. | 75%(21 SMPP)70% of participants | Group FilePre and post workshop questionnaires/evaluations | Number of RPP participants reporting improved self-reflective functioning at the end of group and parent workshop is pending completion of all RPP groups in April 2023. Including the 1 parent workshop. | **21 (100%)** parents participating in RPP Groups reported improved self-reflective functioning at the end of group.**21 (100%)** parents participating in parent workshop reported improvement in how to help respond to their child’s emotions. |
| 3 | ***Improve School Climate and Linkage*** | Output 1Output 2 | Brief interventionsTransition to Middle School Program workshops | 60 SMPP1 workshop for 3 elementary sites | Case Management Tracking LogWorkshop Roster | **86** unduplicated students have been provided brief/case management at mid-year.Elementary: **59** studentsSamohi: **27** studentsPending:Transition to Middle School Program workshop for 5th graders will be offered in the Spring in collaboration with 5th grade teachers. | **153** unduplicated students have been provided brief/case management at mid-year.Elementary: **85** studentsSamohi: **68** studentsTransition to Middle School Program workshop for 5th graders were offered to a total of **103** students.Additionally,Stress Management workshops at Samohi were offered to all grades:9th graders – **644** students10th graders – **718** students11th graders – **668** students12 graders – **671** studentsISP – **50** students |
| Outcome 1Outcome 2 | Students/families will be referred to outside resources through intensive case management as needed.Participants will report improved/positive benefit after attending and participating | 70% of families referred out will be linked.70% of participants | Self-report during Follow-UpPre and post workshop questionnaires | Of the 86 Briefs offered at mid-year, 11 students needed outside resources during follow-up.7/11 students (63%) were successfully linked.Pending: Number of group participants reporting positive benefit upon completion of Transition to Middle School workshop by the end of Spring 2023.  | Of the 153 Briefs offered at year end, 23 (15%) students needed outside resources during follow-up.18/23 students (78%) were successfully linked.Out of the 103 students who attended the 5th grade transition workshops and out of the 2,751 students who attended theStress Management workshops at Samohi, pre and post questionnaires are not available, please see variance report. |

Number of students referred for having an academic concern, attendance issues or disciplinary measure.

\*SMPP: unduplicated Santa Monica Program Participants

###### VARIANCE REPORT:

###### Individual Counseling: At year-end, 72 students were in therapy for six months or more across all 4 sites, meeting program expectation of 60. Across the three Elementary schools, 43% of the participants demonstrated an improvement based on YOQ scores at the end of a 6-month interval. 20% of Samohi students reported an improvement based on YOQ scores. These percentages are lower than 70% likely due to challenges in acquiring completed measures from caregivers throughout treatment and difficulties engaging students at the end of treatment. The likelihood of clients demonstrating improvement by one measure alone is insufficient. Therapists observe clients and families being more honest about current symptoms that were likely not reported at the start of treatment which means symptoms to create the baseline score is underreported and YOQ scores at 6 months appear worse than actuality. Additionally, it is common for symptoms to worsen during initial phases of treatment before they improve as this is a typical part of the healing process while also carrying ongoing social and environmental stressors. FSSM remains committed to engaging clients and obtaining outcome measures to demonstrate one-level of progress, with the intention to reach 70% of clients in treatment for a minimum of 6 months reporting a decreased YOQ score by year-end. Due to the consistent difficulty in acquiring these scores, FSSM is considering conducting measures on a more frequent basis, whether it be bimonthly or quarterly.

###### Elementary and High School Group Counseling: At year-end, 34 unduplicated students participated in Group Counseling across all 4 school sites. These numbers are slightly lower than 40 student expectations due to challenges in recruitment in student groups. These numbers were better reflected and exceeded expectations in the student workshops offered this school year. A total of 2,854 (103 for elementary and 2,751 for HS) students were reached in class-wide and grade-wide workshops. Due to the high number of students served via workshops, pre and post questionnaires were not administered. Due to the increase of students, ideas to collect effectiveness and impact of workshops will be explored in the 2023-24 school year.

**SECTION VIII: PROPERTY MANAGEMENT**

N/A

**By submitting this report to the Housing and Human Services Division, I certify that this report is true, complete and accurate to the best of my knowledge and that all disbursements have been made in compliance with the conditions of the Grantee Agreement and for the purposes indicated.**